



Select Committee on Public School Accountability



May 12, 2008



Overview of Alternative Education Accountability (AEA)

History of AEA

- Enacted by the Texas Legislature in 1993, accountability legislation mandated the creation of an accountability system for all Texas schools.
- A set of alternative performance measures for campuses serving at-risk students was developed in late 1994 and implemented in the 1995-96 school year.
- For the 1995-96 school year, alternative accountability ratings were based on state-approved district proposals that included student performance indicators, current-year data, and comparisons of pre- and post-assessment results.

History of AEA (continued)

- From the 1995-96 to 2001-02 school years, revisions were made to the ratings criteria and procedures determined by an *ad hoc* Alternative Education Advisory Committee:
 - Minimum performance levels for an *Acceptable* rating were established in 1996-97.
 - Beginning in 1996-97, school districts were required to select campus-based performance indicators from a menu of state-established indicators.
 - In 1997-98, TEA staff assumed responsibility for the review and analysis of campus performance data rather than school districts.

History of AEA (continued)

- In 1999-00, TEA required that the rating for each alternative education campus (AEC) be determined on three base indicators: Texas Assessment of Academic Skills (TAAS) passing rates for reading and mathematics, dropout rates, and attendance rates.
- In 1999-00, DAEPs and JJAEPs were no longer permitted to register for AEA. Instead, the performance of students served in these programs was attributed to the campuses where these students would otherwise have attended.
- In 2000-01, campuses were required to serve “students at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081 in order to be eligible to receive an accountability rating under AEA procedures.

History of AEA (continued)

- House Bill 6, enacted by the 77th Texas Legislature (2001), called for a pilot program to examine issues surrounding accountability of alternative education programs.
- The purposes of this pilot were to analyze the existing status of AECs and to make recommendations regarding the methods of evaluating the performance of these campuses.
- Results of the pilot program are published in the *Report on the Alternative Education Accountability Pilot* (Texas Education Agency, December 1, 2002).

History of AEA (continued)

- While these pilot activities were conducted, the *No Child Left Behind Act of 2001* (NCLB), Public Law 107-110, was signed into law. This federal legislation was considered as part of the pilot project report.
- Accountability provisions of NCLB require that all campuses, including AECs, be evaluated annually for Adequate Yearly Progress (AYP).
- The 2003 Educator Focus Group on Accountability made a recommendation to develop new AEA procedures for 2005 and beyond.
- Also, in 2003, ratings for all campuses were suspended for one year while the new Texas Assessment of Knowledge and Skills (TAKS) assessments were implemented for the first time and the new state accountability system was developed.

History of AEA (continued)

- In 2004, registered AECs received a rating of *Not Rated: Alternative Education* while new AEA procedures were developed.
- In 2005, registered AECs were evaluated for the first time under the newly developed, redesigned AEA procedures.

Guidelines for AEA Procedures

- The new AEA procedures are based on the following guidelines:
 - The AEA indicators are based on data submitted through standard data submission processes such as PEIMS or by the state testing contractor.
 - The AEA measures are appropriate for alternative education programs offered on AECs rather than just setting lower standards on the same measures used in the standard accountability procedures.

Guidelines for AEA Procedures (continued)

- AEA measures ensure that all students demonstrate proficiency on the state assessments in order to graduate.
- The Texas Growth Index (TGI) and other improvement indicators are evaluated as base indicators for AEC ratings.
- Additional AEA criteria are included. For example, AECs must have a minimum percentage of at-risk students (based on PEIMS data reported on current-year fall enrollment records) to be evaluated under AEA procedures.

Principles of AEA Procedures

- AEA procedures evaluate the performance of AECs including charters and charter campuses and are based on these principles:
 - AEA procedures apply to AECs, not programs.
 - AEA procedures apply to AECs and charters that are dedicated to serving students at risk of dropping out.
 - AEA procedures apply only to those AECs that qualify and register annually for evaluation under AEA procedures.
 - AEA procedures do not apply to DAEPs or JJAEPs.
 - AEA procedures do not apply to standard campuses, even if the campus primarily serves at-risk students.

AECs Rated Under the Alternative Procedures 2004-05 to 2006-07

School Year	Number of Campuses Rated under Alternative Procedures	Percent of All Campuses	Student Enrollment	Percent of Total State Enrollment	Number of Alternative Education Campuses by Campus type	
					Non-Charter	Charter
2006-07	399	4.9%	47,048	1.0%	254	145
2005-06	417	5.2%	49,530	1.1%	260	157
2004-05	424	5.4%	50,967	1.2%	266	158

AECs Rated Under the Alternative Procedures 1997-98 to 2001-02

School Year	Number of Campuses Rated under Alternative Procedures	Percent of All Campuses	Student Enrollment	Percent of Total State Enrollment	Number of Alternative Education Campuses by Campus type	
					Non-Charter	Charter
2001-02	387	5.5%	45,355	1.1%	275	112
2000-01	339	4.9%	32,499	0.8%	277	62
1999-00	326	4.4%	28,213	0.7%	294	32
1998-99	394	5.4%	28,466	0.7%	388	6
1997-98	406	5.8%	31,101	0.8%	399	7

Charter Operators Rated Under the Alternative Procedures 2004-05 to 2006-07*

School Year	Number of Charter Operators Rated under Alternative Procedures	Percent of All Charter Operators	Student Enrollment	Percent of Total Charter Operator Enrollment
2006-07	63	33.0%	26,833	33.3%
2005-06	84	43.3%	29,004	40.9%
2004-05	89	46.4%	29,454	44.6%

* Charter Operators were not rated prior to 2004 – 05.

Charter/Non-Charter Participation in 2007 Alternative Education Accountability Procedures

	Number Rated Under Alternative Procedures	Total Number Rated	Percent of Total
Charter Operators	63	191	33%
Non-Charter Districts	0	1,031	0%
Charter Campuses	145	332	44%
Non-Charter Campuses	254	7,729	3%



Elements of AEA Procedures

The 3 AEA Rating Labels

- *AEA: Academically Acceptable*
- *AEA: Academically Unacceptable*
- *AEA: Not Rated – Other*

Required Improvement

- An *AEA: Academically Acceptable* rating may be achieved by meeting the absolute standards for each indicator or by demonstrating Required Improvement.
- Required Improvement compares prior-year performance to current-year performance.

Charters Evaluated under AEA

- Charter ratings are based on aggregate performance of the campuses operated by the charter.
- Performance results of all students in the charter are included in the charter's performance and used in determining the charter's rating.
- Charters rated under AEA procedures are evaluated on the same indicators as registered AECs.

Charters Evaluated under AEA (continued)

- **Charters that operate only registered AECs** are evaluated automatically under AEA procedures.
- **Charters that operate both standard campuses and registered AECs** have the option to be evaluated under AEA procedures if at least 50% of the charter's students are enrolled at registered AECs. TEA contacts the charter to obtain its preference. If a preference cannot be obtained, then the charter is evaluated under standard accountability procedures. If fewer than 50% of the charter's students are enrolled at registered AECs, then the charter is evaluated under standard accountability procedures.

AEA Campus Types

- Two types of campuses have the option to register for evaluation under AEA procedures:
 - **AECs of Choice** – at-risk students enroll at AECs of Choice to expedite progress toward performing at grade level and high school completion.
 - **Residential Facilities** – education services are provided to students in residential programs and facilities operated under contract with the TYC, students in detention centers and correctional facilities registered with the TJPC, and students in private residential treatment centers.

- AECs that choose not to register and/or do not qualify for AEA are evaluated under the standard accountability procedures.

AEA Registration Criteria

- Ten criteria are required for campuses to be registered for evaluation under AEA procedures.
- 1. The AEC must have its own County-District-Campus number to which PEIMS data are reported and test answer documents are coded.
- 2. The AEC must be identified in AskTED (the Texas School Directory) as an alternative campus.
- 3. The AEC must be dedicated to serving students at risk of dropping out of school as defined in TEC §29.081(d).
- 4. The AEC must operate on its own budget.

AEA Registration Criteria (continued)

5. The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
6. The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.
7. The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or ESL to serve students eligible for such services.

AEA Registration Criteria (continued)

8. The AEC must provide each student the opportunity to attend a 7-hour school day according to the needs of the student.
9. If the campus serves students with disabilities, the students must be placed at the AEC by their ARD committee.
10. Students with disabilities must receive all services outlined in their IEPs. LEP students must receive all services outlined by their LPAC. Students with disabilities and LEP students must be served by appropriately certified teachers.

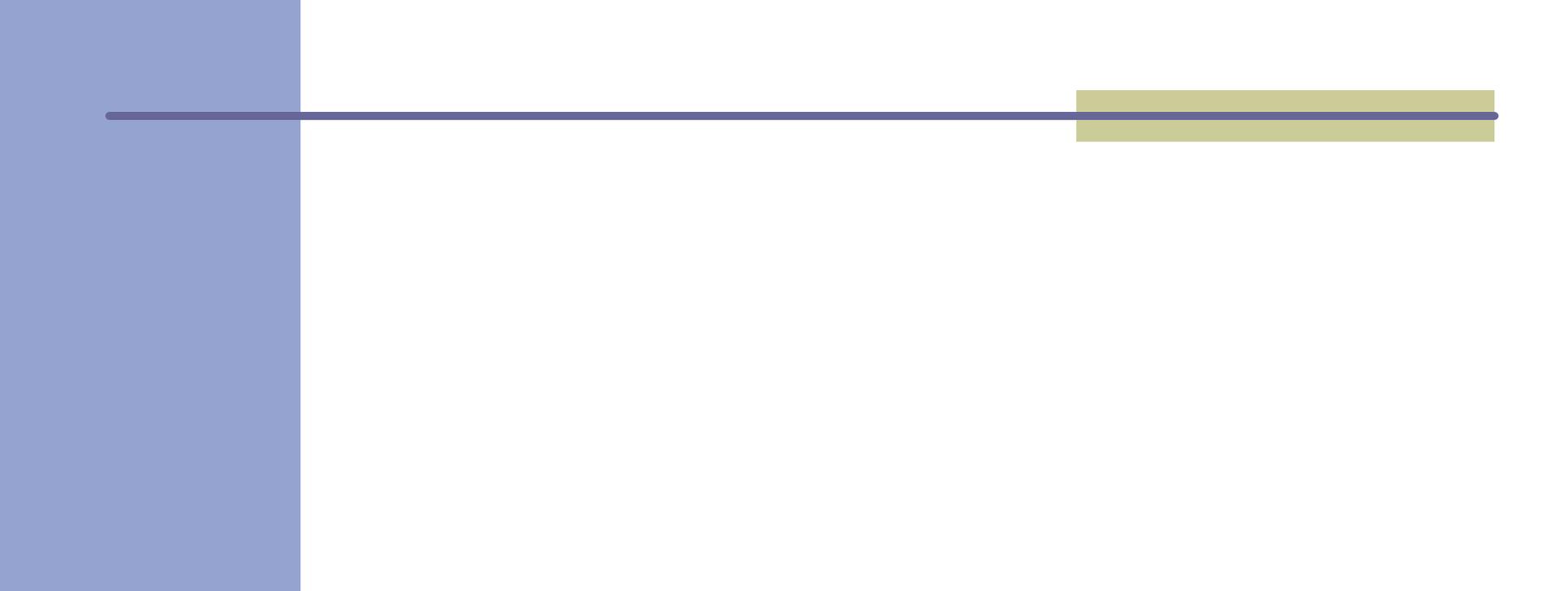
At-Risk Registration Criterion

- The AEA at-risk registration criterion was implemented in 2006. An at-risk registration criterion:
 - restricts use of AEA procedures to AECs that are dedicated to serving at-risk students,
 - recognizes that by definition students served at Residential Facilities are at-risk of dropping out of school, and
 - enhances at-risk data quality.

- In 2008, each registered AEC must have at least 75% at-risk student enrollment on the AEC verified through current-year PEIMS fall enrollment data in order to be evaluated under AEA procedures.

At-Risk Registration Criterion (continued)

- Two safeguards have been incorporated for those AECs that do not meet the at-risk requirement.
 1. Prior-Year PEIMS At-Risk Data Safeguard: If a registered AEC does not meet the at-risk criterion in the current year, then it remains under AEA if the AEC meets the at-risk criterion in the prior year.
 2. New Campus Safeguard: If a new campus is registered for evaluation under AEA procedures, then the AEC is not required to meet the at-risk criterion in its first year of operation. This safeguard provides an accommodation for new campuses with no prior-year data.



2007 AEA Ratings Overview

2007 AEA Ratings Overview

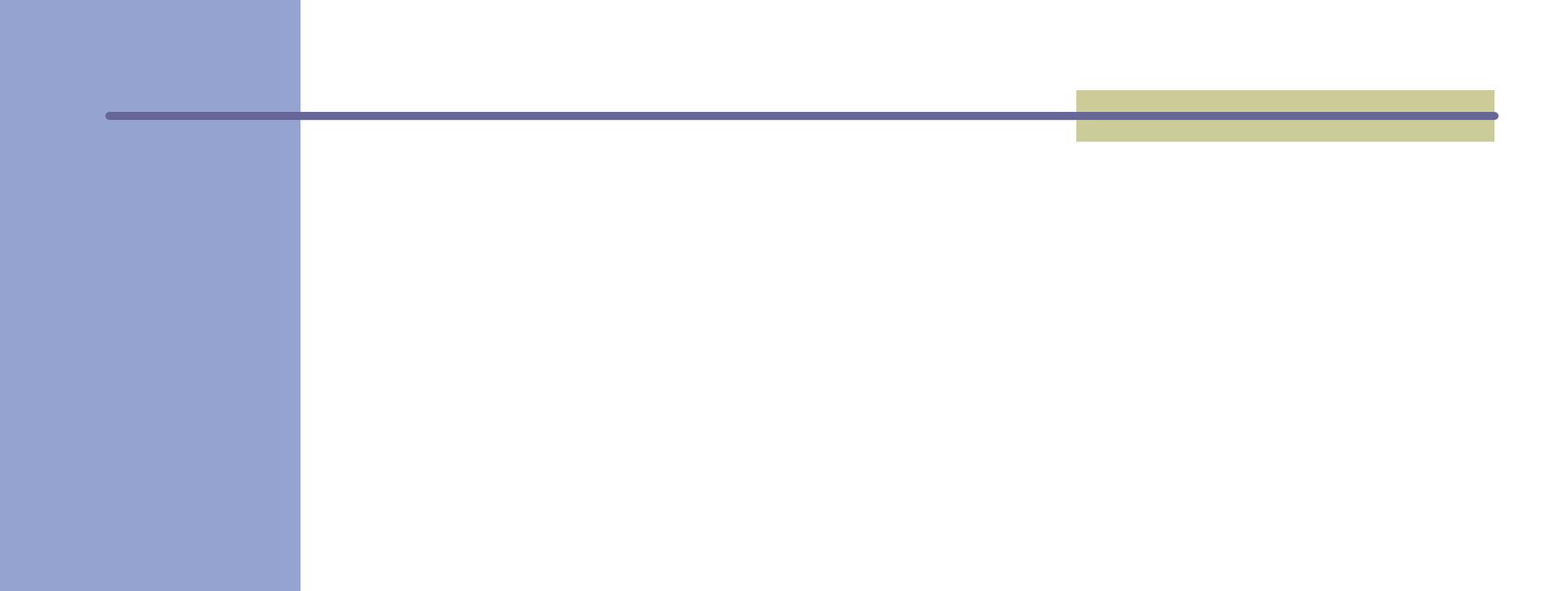
A total of 399 AECs and 63 charter operators were rated under AEA procedures in 2007. The AEA ratings distributions follow.

Accountability Rating - AECs	AEC of Choice	Residential Facility	Total	AEA Enrollment
<i>AEA: Academically Acceptable</i>	311	75	386	43,994
<i>AEA: Academically Unacceptable</i>	8	1	9	1,870
<i>AEA: Not Rated – Other</i>	1	3	4	1,184
Total	320	79	399	47,048

2007 AEA Ratings Overview (continued)

2007 AEA Ratings – Charter Operators	Total	AEA Enrollment
<i>AEA: Academically Acceptable</i>	61	26,177
<i>AEA: Academically Unacceptable</i>	2	656
Total	63	26,833

2007 AEA Ratings – AECs	Charter Campuses	Non-Charter Campuses	Total AEA Campuses
<i>AEA: Academically Acceptable</i>	137	249	386
<i>AEA: Academically Unacceptable</i>	4	5	9
<i>AEA: Not Rated – Other</i>	4	0	4
Total	145	254	399



2008 AEA Universe and Indicators

2008 Registered AECs

- A total of 423 AECs will receive AEA ratings in 2008.
 - 341 AECs of Choice
 - 82 Residential Facilities

- The Final List of Registered AECs will be posted on the AEA website May 20 at <http://www.tea.state.tx.us/aea/>.

The 3 AEA Indicators

The AEA procedures use three base indicators:

- performance on the TAKS,
- Completion Rate II (including GED recipients), and
- Annual Dropout Rate for grades 7-12.

AEA Indicator Standards

AEA Standards for 2008 and Beyond

AEA Indicator	2008	2009	2010
TAKS Progress	45%	50%	50%
Annual Dropout Rate	10.0%	10.0%	TBD
Completion Rate II	70.0%	70.0%	TBD

Numbers in bold indicate a change from the prior year.

TAKS Progress Indicator

- The TAKS Progress indicator sums performance results across grades (3-12) and across subjects to determine ratings under AEA procedures.
- This indicator is based on the number of tests taken, not on the number of students tested.
- Beginning in 2008, grade 8 science results are included.
- Beginning in 2008, TAKS (Accommodated) results are phased in as shown on the following slide.

TAKS Progress Indicator (continued)

Use of TAKS (Accommodated) in 2008 and Beyond

	2008	2009	2010
Science (grades 5, 8, 10, & 11)	Use	Use	Use
Science (grade 5 Spanish)			
Social Studies (grades 8, 10, & 11)			
English Language Arts (grade 11)			
Mathematics (grade 11)			
Reading/ELA (grades 3 – 10)	Report Only	Report Only	Use
Reading (grades 3 – 6 Spanish)			
Mathematics (grades 3 – 10)			
Mathematics (grades 3 – 6 Spanish)			
Writing (grades 4 & 7)			
Writing (grade 4 Spanish)			

Text in bold indicate a change from the prior year

TAKS Progress Indicator (continued)

- The TAKS Progress numerator is calculated as the number of tests meeting the student passing standard **or** having a TGI score that meets the student growth standard of 0 (zero) or higher **and** TAKS exit-level retests meeting the student passing standard at the February and April administrations or in the previous October or July.
- The denominator is the number of TAKS tests taken **and** the number of TAKS exit-level retests meeting the student passing standard at the February and April administrations or in the previous October or July.

Completion Rate II Indicator

- This longitudinal rate shows the percent of students who completed or who are continuing their education four years after first attending grade 9 in Texas.
- Completion Rate II counts graduates, continuing students (students who return to school for a fifth year), and GED recipients in the definition of Completion Rate II for AECs of Choice and charters evaluated under AEA procedures.
- Residential Facilities are not evaluated on the Completion Rate II indicator.
- Charters that operate only Residential Facilities are not evaluated on the Completion Rate II indicator.

Annual Dropout Rate Indicator

- The Annual Dropout Rate indicator is grade 7-12 dropouts as a percent of total students enrolled at the registered AEC or charter in grades 7-12 in a single school year.
- Beginning with 2007 accountability ratings, the dropout definition transitioned from the previous state definition to the more rigorous National Center for Education Statistics (NCES) definition.

Annual Dropout Rate School Leaver Provision

- For 2008 and 2009 AEA ratings, if the Annual Dropout Rate is the only indicator causing a registered AEC or charter to be *AEA: Academically Unacceptable*, then the school leaver provision will be applied and a rating of *AEA: Academically Acceptable* will be assigned.
- This provision applies in 2008 and 2009 and only to the Annual Dropout Rate indicator under AEA procedures.

Use of District At-Risk Data

- Applies to AECs only – performance results of all students in the charter are included in the charter’s performance and used in determining the charter’s rating.
- Applies to the TAKS Progress Indicator – If the AEC does not meet the TAKS Progress standard or demonstrate Required Improvement based on results for fewer than 10 TAKS tests, or if there are no TAKS results for the AEC, then the AEC is evaluated on the district performance of at-risk students.

Use of District At-Risk Data (continued)

- Applies to the Completion Rate II Indicator – If the AEC of Choice does not meet the accountability standard or demonstrate Required Improvement, or if the AEC of Choice has students in grades 9, 10, 11, and/or 12 but does not have a Completion Rate II, then the AEC of Choice is evaluated on Completion Rate II (including GED recipients) of at-risk students in the district.
- Applies to Annual Dropout Rate Indicator – If the AEC does not meet the accountability standard or demonstrate Required Improvement, then the AEC is evaluated on Annual Dropout Rate of at-risk students in the district.

AEA Gold Performance Acknowledgments (AEA GPA)

- Beginning in 2008, a series of AEA GPA indicators will be awarded to AEA campuses and charters.
- The three acknowledgment categories used under the current GPA system will be applied to AEA GPA: Acknowledged, Does Not Qualify, and Not Applicable.
- For each campus and charter rated *AEA: Academically Acceptable*, one of the acknowledgment categories will be reported for each AEA GPA indicator in late October following resolution of all appeals when the final ratings are released.

AEA GPA (continued)

	AEA GPA Indicators	Standard
1	Advanced Course/Dual Enrollment Completion	25%
2	Advanced Placement/International Baccalaureate (AP/IB) Results	$\geq 15\%$ and $\geq 50\%$
3	Attendance Rate (all AEA campuses and charters)	95%
4-8	Commended Performance: Reading/ELA Mathematics Writing Science Social Studies	25%

AEA GPA (continued)

	AEA GPA Indicators	Standard
9	Recommended High School Program/ Distinguished Achievement Program (RHSP/DAP)	80%
10	SAT/ACT Results (College Admissions Tests)	$\geq 70\%$ of graduates and $\geq 40\%$ at or above criterion
11	Texas Success Initiative: Higher Education Readiness Component - ELA	55%
12	Texas Success Initiative: Higher Education Readiness Component - Mathematics	55%